Sam Houston State University

College of Education
Guidelines for Clinical Experiences

Sam Houston Innovative Partnerships with Schools (SHIPS)

Enhancing the Future through Education Preparation

Through excellent collaborative instruction, research, and field experiences, the Educator Preparation Programs of Sam Houston State University provide candidates with opportunities to develop dispositions, skills, and knowledge that enable them to create an environment in which they plan, implement, assess, and modify learning processes, while serving effectively in diverse educational roles, reflecting meaningfully on their growth, and responding proactively to societal needs.

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The Texas State University System Board of Regents

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Part I: Clinical Teaching Processes, Policies, and Procedures

This handbook is designed to provide the teacher candidate, resident, cooperating teacher, host teacher, and site coordinator or university supervisor with an overview of the clinical experience. While taking relevant courses according to certification areas, teacher candidates and residents are engaged with their cooperating and host teachers in clinical teaching. The clinical teaching experience is rewarding and challenging, and this experience will prepare you to be a qualified, professional, and effective teacher who is *Ready Day One*!

There is a strong team of educators here to support you. We are looking forward to an awesome clinical teaching experience.

Dr. Helen Berg
Associate Dean for Student Success and Partnerships

Dr. Kristina Vargo
Department Chair, School of Teaching and Learning

Clinical Experience Pathways

Single-Semester Teacher Candidates
- Complete clinical teaching (in a dual placement if EC-12)
- Enroll in two clinical teaching courses as designated by certification area
- Enroll in an online clinical teaching companion course as designated by certification area
- Attend two professional development seminars with faculty university supervisor
- Work with cooperating teacher five days per week, per placement schedule
- Complete Student Achievement Chart assignment
- Complete a TCAR professional portfolio
- Receive support, professional development, and evaluation feedback from university supervisor and classroom cooperating teacher

Year Long Clinical Teaching Teacher Candidates
- First semester
    - Attend SHSU classes two days per week
    - Work with cooperating teacher three full days per week, per placement schedule
    - Enroll in one clinical teaching course as designated by certification area
- Second semester
    - Enroll in one clinical teaching course as designated by certification area
    - Enroll in an online clinical teaching companion course as designated by certification area (i.e., EDUC 4301)
    - Work with cooperating teacher five full days per week, per placement schedule
    - Complete Student Achievement Chart assignment
    - Complete a TCAR professional portfolio
- First and second semester
    - Receive support, professional development, and evaluation feedback from site coordinator and classroom cooperating teacher

Enhanced Residency Certificate Residents
- First semester
    - Attend SHSU classes two days per week
    - Work with host teacher three full days per week, per placement schedule
    - Enroll in one clinical teaching course as designated by certification area
- Second semester
    - Enroll in one clinical teaching course as designated by certification area
    - Enroll in an online clinical teaching companion course as designated by certification area (i.e., EDUC 4301)
    - Work with host teacher five full days per week, until the end of the school year
    - Complete Student Achievement Chart assignment
    - Complete a TCAR professional portfolio
- First and second semester
    - Receive support, professional development, and evaluation feedback from site coordinator, classroom host teacher, and principal/campus administrator.

ParaPath Teacher Candidates
- First semester (corresponds to Field 2 coursework in your degree plan)
  - Be employed as an instructional paraprofessional in a position that aligns with your certification content area
  - Work with your district- assigned cooperating teacher five full days per week, per employment schedule
  - Log 245 direct student contact hours in TK20 and submit to cooperating teacher for approval
- Second semester (corresponds to Field 3 coursework in your degree plan)
  - Be employed as an instructional paraprofessional in a position that aligns with your certification content area
  - Enroll in an online clinical teaching companion course as designated by certification area (i.e., EDUC 4301)
  - Work with cooperating teacher five full days per week, per employment schedule
  - Log 245 direct student contact hours in TK20 and submit to cooperating teacher for approval
  - Complete Student Achievement Chart assignment
  - Complete a TCAR professional portfolio
- First and second semester
  - Receive support, professional development, and evaluation feedback from the field supervisor and classroom cooperating teacher

Program and Certification Requirements

- Pass all required courses (per course syllabi)
- Fulfill program and TEA requirements for required hours in the field according to TAC 228
  - TEA eligible field hours must be <u>with</u> cooperating/host teacher supervision
    - First-Semester Yearlong Teacher Candidates/Residents: 3 days per week in the field
      - **Unpaid** teacher candidates follow the <u>Yearlong Clinical Teaching calendar</u>
      - **Paid** teacher candidates/residents follow the <u>District calendar</u> unless otherwise specified
    - Second-Semester Yearlong Teacher Candidates/Residents: 5 days per week in the field
      - **Unpaid** teacher candidates follow the <u>Yearlong Clinical Teaching calendar</u>
      - **Paid** teacher candidates/residents follow the <u>District calendar</u> unless otherwise specified
    - Single-Semester Teacher candidates: 5 days per week in the field following the Clinical Teaching calendar
    - ParaPath Teacher candidates: 5 days per week in the field following the district calendar
  - Makeup days will be determined by University Supervisors/Site Coordinators
  - Makeup days for ParaPath candidates will be determined by University Supervisors and

District personnel together.
- Log all field days in TK20
- Complete TEA required special topic certificates
  - Digital Literacy
  - Dyslexia
  - Substance Abuse
  - Suicide Prevention
  - Mental Health
- Complete the Student Achievement Chart assignment
- Submit a passing Teacher Candidate Assessment of Readiness (TCAR) professional portfolio
- Attend required events based on respective clinical experience calendar
- Complete TK20 Binder: time logs, required forms, all elements of observations (pre-conference, observation, post-conference, and self-evaluation)
- Provide evidence of growth in TTESS observation evaluations per TAC 228 requirements
- Complete clinical teaching semester(s), per academic calendars
- The Student Perception Survey (SPS) is required of all YCT teacher candidates/residents. It must be completed at least once during the 2 semesters of clinical teaching/residency. The Site Coordinator will determine which semester to facilitate the implementation of the SPS.

Teacher candidates/residents who do not receive credit for their clinical teaching courses may have a professional growth plan developed that must be successfully completed, if approved for a new placement. The expectations in the plan should include specific professional development and activities to support improvement in identified areas of concern. All activities should be determined by appropriate education faculty via the input and feedback from the teacher candidate/resident, site coordinator/university supervisor, and original cooperating/host teacher(s).

Communication

Communication is essential. Early identification, discussion, and resolution of difficulties are vital to support a teacher candidate/resident's successful completion of their program. The teacher candidate/resident or the classroom cooperating/host teacher must notify the site coordinator/university supervisor as soon as a problem is identified. The site coordinator/university supervisor will then communicate with the Director of Innovative Partnerships. If the difficulty is specifically related to the site coordinator/university supervisor, the teacher candidate/resident or cooperating/host teacher should contact the Director of Innovative Partnerships directly. After notification, appropriate corrective feedback/action—conferences, referral to the Professional Concerns Committee or the Associate Dean, implementation of a growth plan, placement change, etc.— may be initiated. While these actions may ultimately result in No-Credit or in the termination of clinical teaching, ideally, they will lead to a successful conclusion of the experience for the teacher candidate/resident.

SHSU Communication Guide

Successful clinical teaching experiences require continual communication on the part of all teacher candidates/residents, cooperating/host teachers, principals, site coordinators (SC), university supervisors (US), and district personnel. The following guidelines should be used by all clinical teaching stakeholders. The purpose of these guidelines is to support effective communication among all parties in service of excellent development opportunities for teacher candidates/residents.

1. Strong relationships are the foundation of effective communication. All clinical teaching experience stakeholders should strive to build trust and communicate regularly.
2. Teacher candidates/residents are novice professionals who often benefit from support in developing strong communication skills.
   a. Consider positionality (e.g., a teacher candidate/resident's position relative to principal) when planning communication.
3. Mass communications should be shared with all relevant individuals. For example, principals and district administrators should be copied on all emails related to governance and professional development meetings.

Teacher Candidates/Residents

Teacher candidates/residents are encouraged to communicate regularly with the cooperating/host teacher, site coordinator, university supervisor, principal, and university faculty members.

Communication should be:
- Timely
- Clear and concise
- Specific to the audience
- Professional

When challenges arise, teacher candidates/residents should consider their communications training and how they might resolve the challenge. Teacher candidates/residents are encouraged to communicate with both their cooperating/host teacher and site coordinator/university supervisor when challenges arise. Cooperating/host teachers and site coordinators/university supervisors may invite other stakeholders (e.g., principal, Director of Innovative Partnerships,

etc.) to identify next steps.

When communicating by email, teacher candidates/residents are encouraged to include all relevant individuals (e.g., cooperating/host teacher, site coordinator/university supervisor, principal, etc.). The teacher candidate/resident should use their SHSU email account (and district email if applicable) for all clinical teaching-related communications.

Cooperating/Host Teachers
Cooperating/host teachers develop trusting relationships with teacher candidates/residents that foster strong communication, and cooperating/host teachers are responsible for helping teacher candidates/residents develop their communication skills, especially in a professional setting. Cooperating/host teachers are encouraged to communicate regularly with the teacher candidate/resident, site coordinator, university supervisor, principal, and other relevant individuals. When challenges arise, the cooperating/host teacher works closely with the teacher candidate/resident to make sure there is a clear plan of action. The cooperating/host teacher ensures all relevant individuals are included in communication, both in-person and by email (e.g., site coordinator/university supervisor, principal, teacher candidate/resident, etc.).

Principals
Principals support cooperating/host teachers to communicate effectively with teacher candidates/residents to resolve challenges. Principals develop trusting relationships with teacher candidates/residents, site coordinators/university supervisors, and cooperating teachers to foster strong communication. Principals are encouraged to include the site coordinator/university supervisor, cooperating/host teacher, and teacher candidate/resident in relevant communications in person and by email. When challenges arise, principals work closely with the cooperating/host teacher and site coordinator/university supervisor to ensure there is a clear plan of action.

Site Coordinators/University Supervisors
Site coordinators/university supervisors are encouraged to communicate regularly with SHSU program faculty (as appropriate), teacher candidates/residents, cooperating/host teachers, and principals. They should:
- Schedule brief check-ins with principals when visiting schools to share recent successes and collaborate on any challenges that have come up
- Encourage open communication with cooperating/host teachers during and between meetings
- Encourage open communication with principals during and between quarterly governance meetings
- Develop trusting relationships with teacher candidates/residents, cooperating/host teachers, and principals that foster strong communication
- Support teacher candidates/residents to develop their communication skills, especially in a professional setting
  - Practice crucial conversations with teacher candidates/residents
  - Discuss who to communicate with and how to share needs
- Ensure all relevant individuals are included in communication, both in person and by email (e.g., cooperating/host teacher, principal, clinical teacher), when problems arise.

SHSU Course Faculty

Faculty are encouraged to communicate directly with teacher candidates/residents and site coordinators/university supervisors. They should:

- Communicate successes/concerns and collaborate on any challenges that have come up with the teacher candidates/residents and the site coordinator/university supervisor
- Schedule brief check-ins with teacher candidates/residents as necessary
- Collaborate with the site coordinator/university supervisor to create growth plans as needed
- Develop trusting relationships with teacher candidates/residents that foster strong communication
- Support teacher candidates/residents to develop their communication skills, especially in a professional setting by practicing crucial conversations with clinical teachers and discussing who to communicate with as well as how to share needs
- Work closely with the site coordinator/university supervisor to make sure there is clear communication (both in person and by email), a plan of action, and relevant individuals (e.g., site coordinator/university supervisor, Director of Innovative Partnerships, teacher candidate/resident) are included when the need arises.

Important Policies

SHSU teacher candidates/residents are assigned to approved SHIPS public schools on a full-time basis. Single-semester teacher candidates and second semester yearlong teacher candidates/residents are on campuses 5 full days per week. To concentrate fully on their duties and responsibilities, teacher candidates/residents are encouraged to limit any outside employment hours. Single-semester teacher candidates and second semester yearlong teacher candidates/residents are not permitted to enroll in more than 4 additional semester hours during clinical teaching, and the additional hours may NOT be taken during the school day or interfere with clinical teaching requirements.

Clinical Teaching Absence Policy

- Teacher candidates/residents should never be absent from school during clinical teaching. ParaPath students are subject to district policies where they are employed.
- Absences will negatively affect progress each semester and could result in failure to meet graduation requirements.
- All absences must be made up. Make up days cannot interfere with SHSU coursework or obligations and will be determined by the supervisors.
- All absences will be documented in TK20 (Dropbox tab).
- In case of an absence or tardiness, three parties must be contacted by the teacher candidate/resident: the school, the cooperating/host teacher, and the site coordinator/university supervisor.

Absences for TExES exams and Job Interviews

Teacher candidates can take certification tests or attend job interviews during a school day.

- o **PRIOR** mutual consent between the teacher candidate/resident, the cooperating/host teacher, and the site coordinator/university supervisor must be obtained.
- o Document in TK20 (Dropbox Tab) with evidence of testing appointment or interview

and share with the site coordinator/university supervisor in an electronic format.

SHSU TExES Testing Certification Requirements

Prior to the final semester of clinical teaching, all teacher candidates, single-semester and yearlong, must have passed their certification area required TExES exams with the exception of the PPR. The PPR may be taken during the final semester of clinical teaching, and though not required for graduation, it is required for TEA standard certification. To obtain approval to take TExES exams, send passing practice test scores to edu_edprep@shsu.edu.

Prior to the final semester of residency, all residents must have passed their certification area required TExES exams. Residents are exempt from the PPR.

Residents and Yearlong Clinical Teaching teacher candidates are required to pass the content TExES exam prior to the first semester of clinical teaching/residency, following the abovementioned guidelines for any remaining exams.

EPS advises each cohort of the deadline for reporting exam status. If, for any reason, this requirement is not met, Education Preparation Services and the School of Teaching and Learning will work with the teacher candidate/resident to develop a plan until the requirement is fulfilled.

SHSU Courses During Clinical Teaching

The clinical teaching experience consists of two teacher candidate/resident courses *and* an online companion course.
Single-Semester Teacher candidates - 2 clinical teaching courses; 1 online companion course
Yearlong Teacher candidates – 1 clinical teaching course during semester 1 (CIEE 4391); 1 clinical teaching course during semester 2 (CIEE 4392); 1 online companion course during semester 2 (EDUC 4301)
Residents – 1 clinical teaching course during semester 1 (CIEE 4391); 1 clinical teaching course during semester 2 (CIEE 4392); 1 clinical teaching course during final mini semester (CIEE 4393); 1 online companion course during semester 2 (EDUC 4301)
Parapath – 1 online companion course during semester 2 (EDUC 4301)

Required courses for PK-3; EC-6; 4-8; 6-12; 7-12; EC-12 Certification

PK-3 Clinical Teaching Courses - ECHE 4399, CIEE 4391, CIEE 4392

EC-6 (with Special Education, Bilingual, ESL) Clinical Teaching Courses - CIEE 4391, CIEE 4392 Student Teaching in the Elementary Schools

4-8 (Core, Math, Science, ELAR, or Social Studies) Clinical Teaching Courses - CIME 4391, CIME 4392 Student Teaching in the Middle Grades

Secondary (6/7/8-12) Clinical Teaching Courses - CISE 4396, 4397 Student Teaching in the Secondary Classroom

All-Level Clinical Teaching Courses (EC-12) - CISE 4396 and CIEE 4392: All Level Student Teaching in the Elementary/Secondary School

Clinical Teaching Course Grade Policy
The grade assigned to a teacher candidate/resident is the result of all formal and informal observations by the teacher candidate/resident's site coordinator/university supervisor and classroom cooperating/host teachers. The grade assigned by the site coordinator/university supervisor for clinical teaching is designated as Credit or No-Credit. No-Credit can be assigned for clinical teaching in instances of the following:
- Excessive absences
- Inability to successfully complete the semester due to physical, mental, or emotional conditions or challenges
- Failure to submit a passing TCAR Professional Portfolio
- Failure to demonstrate an acceptable level of teaching proficiency after corrective feedback and/or intervention (See Disposition Standards, PPR, syllabus, evaluation forms)
- Unprofessional or unethical behavior - (See Dispositions Standards, "Code of Ethics and Standard Practices for Texas Educators" and "Sam Houston State University Standards of Professional Conduct for Field Experiences and Clinical Teaching"

Accommodations for Field Experience

General
Students needing placement and/or on-site accommodations for educational field experience due to a disability are advised to register with the SHSU Services for Students with Disabilities (SSD), or if already registered with SSD, to consult with their Accommodation Counselor. Information on SSD services, including office location and contact information, the procedure to request services, and disability documentation requirements, is available from the SSD webpage at Services for Students with Disabilities. This is a separate process and designation from accommodations for SHSU courses.

A disability is defined by university policy and federal law as a physical or mental impairment that substantially limits one or more major life activities. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Examples of disabilities include, but are not limited to, learning disabilities, ADHD, autism spectrum disorder, other psychiatric disorders (such as anxiety and mood disorders and PTSD), blindness or low vision, deafness or hearing loss, orthopedic and mobility impairments, and other medical conditions (such as cancer, heart disease, seizure disorders, and diabetes).

Accommodation Procedure
Upon registering with SSD and submitting disability documentation consistent with the SSD General Documentation guidelines, the student will meet with an Accommodation Counselor to discuss accommodations for field experience. SSD recommends that students apply for services and meet with an Accommodation Counselor at least one month prior to the start of field experience. The student's Accommodation Counselor will consult with the SHSU course

instructor/supervisor and/or the Director of Innovative Partnerships regarding accommodations for the field experience. As appropriate, SSD will issue an accommodation letter to the SHSU course instructor/supervisor and/or the Director of Innovative Partnerships and the student indicating the accommodations needed for the field experience.

The Director of Innovative Partnerships will share the accommodation letter with the appropriate personnel at the placement site, including the classroom cooperating/host teacher and/or school principal, and consult with said personnel regarding the needed accommodations. The SHSU course instructor/supervisor and/or the Director of Innovative Partnerships will meet with the student and the classroom cooperating/host teacher and/or school principal to develop a plan to implement the needed accommodations at the placement site. The SHSU course instructor/supervisor and/or the Director of Innovative Partnerships will notify the student's Accommodation Counselor of the outcome of the aforementioned meeting and consult further with the Accommodation Counselor regarding any unresolved issues.

The student will meet again with the SSD Accommodation Counselor to initiate the above procedure prior to each subsequent field experience and/or in the event of a change in placement for a given field experience. The student may be required to submit additional or updated documentation to SSD if there has been a change in the disability and/or the student's accommodation request for field experience. The student is advised to consult with the Accommodation Counselor in the event of such changes or if the student has questions or concerns regarding the implementation of field accommodations.

Additional Responsibilities for SHSU Teacher Candidates/Residents

Email Communication
All communication is required to be through a teacher candidate/residents's SHSU email. Text or other modes of communication are allowed; however, SHSU email must be checked daily and is the official mode of communication.

SHSU Teacher Candidates Serving as Substitute Teachers
Unless prior district approval has been granted for payment, SHSU teacher candidates will be available to serve as a substitute teacher, without pay, up to 3 days in a semester for first semester teacher candidates and 5 days in a semester for second semester teacher candidates and semester-long teacher candidates, in accordance with district policies and procedures. Teacher candidates shall report each day spent substituting to their site coordinator/university supervisor as soon as possible. ***This does not apply to ParaPath teacher candidates.***

After a teacher candidate has completed 5 substitution days, any additional subbing days must be approved by the Educator Preparation Program in order to ensure all TEA requirements are met. SHSU wants to be responsive to the needs of school partners and PK-12 students while ensuring teacher candidates continue to have support and access to high-quality mentoring.

Additional subbing days may or may not be approved based on the needs of the individual teacher candidate and the types of support they might be provided when substitute teaching. Teacher candidates can play a key role in supporting the school and students; however, it will be important to ensure that their development and workload are considered.

Responsibilities Regarding Duty, Covering Classes, Conference Periods, Etc.

Teacher candidates/residents are not guaranteed a conference period or a duty-free lunch. Non-instructional duties will be assigned as needed on campuses while the teacher candidates/residents are on campus. A requirement for this is to have a certified teacher within the vicinity of the teacher candidate/resident. Teacher candidates/residents are expected to follow the district guidelines regarding duty, etc. If this becomes an issue for either the placement or the teacher candidate/resident, the site coordinator will work with Education Preparation Services and the district to resolve the issue.

Further Teacher Candidate/Resident Responsibilities (by program)

Single-Semester Clinical Teaching - Additional Teacher candidate Responsibilities:
- Attend university supervisor meetings as required by supervisor (face-to-face or virtual)
- Attend 2 seminars facilitated by the university supervisor
- Attend SHSU required events such as: portfolio training, career fair, ethics training, and pinning ceremony
- Complete T-TESS with Pre-observation, Observation, Post-observation (POP) cycle (4 times, 5th observation may be added at the discretion of the university supervisor)
- Complete ALL requirements in Tk20 binder in a **timely** manner; assist classroom cooperating teacher with Tk20 access and information
- Record (video capture) T-TESS observations for self-reflection. (Posting of the recording on any public platform is strictly prohibited.)

Yearlong Clinical teaching - Additional Teacher candidate Responsibilities:
- Attend biweekly site coordinator meetings through clinical teaching courses
- Attend quarterly professional development facilitated by the site coordinator
- Attend SHSU required events such as: portfolio training, career fair, ethics training, pinning ceremony during second semester, etc.
- Complete the Student Achievement Chart (SAC) assignment
- Complete the Student Perception Survey (SPS)
- Complete T-TESS with Pre-observation, Observation, Post-observation (POP) cycle (4 times)
- View all T-TESS observations and complete self-reflection in Tk20
- Record (video capture) T-TESS observations for self-reflection. (Posting of the recording on any public platform is strictly prohibited.)
- Use co-teaching models for planning and instruction

Residency - Additional Resident Responsibilities:
- Attend biweekly site coordinator meetings through clinical teaching courses
- Attend quarterly professional development facilitated by the site coordinator
- Attend SHSU required events such as: portfolio training, career fair, ethics training, pinning ceremony during second semester, etc.
- Complete the Student Achievement Chart (SAC) assignment
- Complete the Student Perception Survey (SPS)
- Complete T-TESS with Pre-observation, Observation, Post-observation (POP) cycle (4 times)
- View all T-TESS observations and complete self-reflection in Tk20

- ❑ Record (video capture) T-TESS observations for self-reflection. (Posting of the recording on any public platform is strictly prohibited.)
- ❑ Use co-teaching models for planning and instruction
- ❑ Attend placement from the first to last day of instruction of the school district placement, including professional development days prior to the first day.

ParaPath - Additional Teacher candidate Responsibilities:
- ❑ Complete ethics training
- ❑ Complete the Student Achievement Chart (SAC) assignment
- ❑ Complete the Student Perception Survey (SPS)
- ❑ Complete T-TESS with Pre-observation, Observation, Post-observation (POP) cycle (4 times)
- ❑ View all T-TESS observations and complete self-reflection in Tk20
- ❑ Record (video capture) T-TESS observations for self-reflection. (Posting of the recording on any public platform is strictly prohibited.)
- ❑ Use co-teaching models for planning and instruction
- ❑ Attend placement from the first to last day of instruction of the school district placement, including professional development days prior to the first day.

Teacher Candidates/Residents and State-Mandated Testing Administration
SHSU teacher candidates/residents are not certified teachers. SHSU will only allow a teacher candidate/resident to administer/proctor STAAR exams if they are supervised by a certified teacher that matches their certification area and if it aligns with district policies. Teacher candidates/residents in any event may assist with testing duties outside of the classroom. The combined days allowed for subbing and/or proctoring may not exceed three days during Semester 1 or five days during Semester 2 of the placement.

Tk20

Tk20 Access

Clinical Teaching Online Field Experience Binder

Tk20© is an online support system for colleges of teacher education, created for the collection and evaluation of performance data for teacher candidates/residents and for overall management of academic activities at the colleges.

The clinical teaching evaluation forms found in this guide will be completed online. Teacher candidates/residents and field supervisors can log in to Tk20© at https://tk20.shsu.edu with their SamWeb username and password. Classroom cooperating/host teachers will be given login information and granted access to complete their evaluation of their teacher candidate/resident. Specific instructions for accessing and submitting the online assessments will be forthcoming.

Please contact SHSU Tk20 support (tk20@shsu.edu) if you have any difficulty logging in or completing an assessment.

Username

Password

LOG INTO YOUR ACCOUNT

Resources

For questions regarding this system, please contact your system administrator.

Administrator: Andy Oswald ▶
Email: tk20@shsu.edu
Phone: 936-294-4891 or 936-294-4070

Admissions

Field Experience Binders
All teacher candidates/residents are required to upload documentation in Tk20, including agreements, forms, and observations. Note that Time Logs are also in Tk20, but not a part of the Field Experience binder.

Single-Semester Clinical Teaching Evaluations/Forms
Completed by the Student:
- Required Forms Tab – Acknowledgement of:
    - Guidelines Agreement
    - Badge Contract
    - FERPA Release
    - Standards of Professional Conduct
- Dispositions Self-Assessment Tab, Dispositions Self-Assessment (Long Form)
- Lesson Plans, Pre-Conference Questions, and Reflections Tab 1, 2, 3, 4
- Surveys Tab
    - University Supervisor (US) Evaluation (Survey)
    - Cooperating Teacher (MT1, MT2) Evaluations (Surveys)
    - Program Evaluation (Survey)
- Verification Tab
    - Forms and Assessments Verification

Completed by Faculty University Supervisor
- Dispositions Long Form
- FORMAL T-TESS Observation 1, 2, 3, 4
- INFORMAL Observations and Recommendation 1, 2, 3
- Teacher Preparation Growth Plan (Optional)
- Contact Log and Verification
- Evaluation of Classroom Cooperating Teacher 1, 2 (Survey)

Completed by the Classroom Cooperating Teacher(s)
- Progress Reports - All students will have 2 progress reports with dispositions during the semester. In the case of dual placement, each cooperating teacher completes the corresponding report.
- Final Teacher Candidate Evaluation
- Verification of Faculty Contact and Observations
- Teacher Candidate Guidelines Agreement and Electronic Signature
- Focused Content Observation (if applicable):
- EC-6 with SPED
- 7-12 History, Mathematics, Science, Life Science, English (ELA)
- EC-12 Art, Spanish, Physical Education) Note: Physical Education teacher candidates will have an additional assessment form completed by an SHSU Kinesiology faculty member

Yearlong Clinical Teaching Evaluations/Forms

Semester 1 Yearlong Clinical Teaching
Completed by the Student:
- Beginning of Placement Required Forms
- Dispositions
- Lesson Plans and Pre-Conference Questions 1, 2
- T-TESS Reflections 1, 2
- Classroom Information

Completed by the Site Coordinator:
- Teacher Candidate Dispositions Assessment
- FORMAL T-TESS Observations 1 and 2
- INFORMAL Observations 1, 2, 3
- Teacher Preparation Growth Plan: YLR Semester 1 (as necessary)
- Contact Log

Completed by the Classroom Cooperating Teacher(s) 1, 2:
- Cooperating Teacher Progress Reports 1, 2
- Teacher Candidate Guidelines Agreement and Electronic Signature
- Verification of Faculty Contact and Observations

Semester 2 Yearlong Clinical Teaching
Completed by the Student:
- Lesson Plans and Pre-Conference Questions 3 & 4
- T-TESS Reflections 3 & 4
- Classroom Information
- Surveys
- Verification

Completed by the Site Coordinator:
- Educator Candidate Dispositions Assessment
- FORMAL T-TESS Observations 3 & 4
- INFORMAL Observations 4, 5, 6
- Teacher Prep Growth Plan: Semester 2 (as needed)
- Contact Log and Final Recommendation Form
- Supervisor Evaluation of Classroom Cooperating Teacher(s)

Completed by the Classroom Cooperating Teacher(s)
- Progress Reports 3, 4 (Note SpEd has additional focused observation)
- Final Teacher Candidate Evaluation
- Verification of Faculty Contact and Observations

Residency Evaluations/Forms

Semester 1 Residency

Completed by the Resident:
- Beginning of Placement Required Forms
- Dispositions
- Lesson Plans and Pre-Conference Questions 1, 2
- T-TESS Reflections 1, 2
- Classroom Information

Completed by the Site Coordinator:
- Resident Dispositions Assessment
- FORMAL T-TESS Observations 1, 2
- INFORMAL Observations 1, 2, 3, 4
- Teacher Preparation Growth Plan: YLR Semester 1 (as necessary)
- Contact Log (for Host Teacher and Campus Administrator)

Completed by the Classroom Host Teacher(s) 1, 2:
- Host Teacher Progress Reports 1, 2
- Resident Guidelines Agreement and Electronic Signature
- Verification of Faculty Contact and Observations

Semester 2 Residency

Completed by the Resident:
- Lesson Plans and Pre-Conference Questions 3, 4
- T-TESS Reflections 3, 4
- Classroom Information
- Surveys
- Verification

Completed by the Site Coordinator:
- Educator Candidate Dispositions Assessment
- FORMAL T-TESS Observations 3, 4 (resident must earn proficient ratings in TAC 228 identified domains/indicators to receive enhanced standard certificate)
- INFORMAL Observations 5, 6, 7, 8
- Teacher Prep Growth Plan: Semester 2 (as needed)
- Contact Log and Final Recommendation Form
- Supervisor Evaluation of Classroom Host Teacher(s)

Completed by the Classroom Host Teacher(s)
- Progress Reports 3, 4 (Note SpEd has additional focused observation)
- Final Teacher Candidate Evaluation
- Verification of Faculty Contact and Observations

ParaPath Evaluations/Forms

Semester 1 ParaPath

Completed by the Student:
- Beginning of Clinical Experience Required Forms
  - ☐ ParaPath students do not have to complete the field experience badge policy.
- Lesson Plans and Pre-Conference Questions 1, 2
- T-TESS Self Reflections 1, 2
- End of Semester Teacher Candidate Forms and Assessments Verification 1
- Dispositions

Completed by the Field Supervisor:
- FORMAL T-TESS Observations 1, 2
- INFORMAL Observations 1, 2, 3
- Teacher Candidate Dispositions Assessment #1
- Field Supervisor Verification
- Teacher Preparation Growth Plan: Semester 1 (as needed)
- Contact Log

Completed by the Classroom Cooperating Teacher(s) 1, 2:
- Cooperating Teacher Agreement
- Guidelines for Clinical Teaching
- Cooperating Teacher Progress Reports 1, 2
- Verification of Faculty Contact and Observation

Semester 2 ParaPath

Completed by the Student:
- Lesson Plans and Pre-Conference Questions 3, 4
- T-TESS Reflections 3, 4
- End of Semester Teacher Candidate Forms and Assessments Verification 2
- Surveys
- Dispositions

Completed by the Field Supervisor:
- FORMAL T-TESS Observations 3, 4
- INFORMAL Observations 4, 5, 6
- Educator Candidate Dispositions Assessment #2
- Field Supervisor Verification
- Field Supervisor Final Recommendation
- Teacher Prep Growth Plan: Semester 2 (as needed)
- Contact Log
- Supervisor Evaluation of Classroom Cooperating Teacher(s)

Completed by the Classroom Cooperating Teacher(s)
- Cooperating Teacher Progress Reports 3, 4
- Final Teacher Candidate Evaluation
- Verification of Faculty Contact and Observations

TCAR Portfolio

Preparation

Teacher Candidate Assessment of Readiness (TCAR) is a performance-based, summative assessment of teacher candidate readiness for classroom teaching. There are four domains that are assessed in TCAR, aligned with the T-TESS rubric (Planning, Instruction, Classroom environment, routines, and procedures, Professional practices and responsibilities.)

Completing a TCAR portfolio is mandatory for all students in a degree program leading to teacher certification. TCAR portfolios are submitted during the last semester of a degree program. This includes single semester teacher candidates, second semester Year Long Teacher candidates, second semester residents, students in their last semester of the ParaPath program, and interns (4+1/4+2, alternative certification, post-bacc program(s) with certification).

Information on how to gather evidence, compose narratives, and create the 15-minute video sample of your teaching is located on Blackboard, in the Teacher Preparation Program Organization (ORGTEACHPREP). Site coordinators, supervisors, and cooperating/host teachers collaborate with teacher candidates/residents to complete the TCAR Portfolio.

Evaluation

Teacher candidates/residents must have submitted a passing TCAR portfolio to complete their certification program. Site coordinators and Supervisors will evaluate the TCAR portfolios. If a teacher candidate/resident does not earn a passing grade, they will have the opportunity to revise and resubmit their portfolio.

TCAR portfolios are usually due about 5 weeks before graduation, allowing for evaluation and resubmission if necessary.

Part II:
STANDARDS FOR TEACHER CANDIDATES

Sam Houston State University Standards for Educator Preparation Programs

Knowledge & Skills Standards

Teacher candidates completing Educator Preparation Programs culminating in initial certification shall:

1. (Knowledge) Possess a knowledge base that is comprehensive and directed to candidates' individual needs, which can be demonstrated - the candidate is able to:
   (Skill) Use current content area knowledge when planning and implementing instruction
   ****

2. (Knowledge) Possess and apply understanding of theories of effective planning, implementation, assessment, and modification of learning, which can be demonstrated - the candidate is able to:
   (Skill) Collaborate in the planning, delivery and assessment of teaching and learning
   ****

3. (Knowledge) Understand the importance of the roles of reflection, self-assessment, and inquiry to the process of becoming an effective educator, which can be demonstrated - the candidate is able to:
   (Skill) Reflect on practice in order to improve instruction, use self-assessment as a part of teaching and reflection, and use inquiry as one method for professional growth
   ****

4. (Knowledge) Know the importance of using technology to plan, implement and assess instruction and of evaluating technology for effectiveness, which can be demonstrated - the candidate is able to:
   (Skill) Use technology to enhance instruction
   ****

5. (Knowledge) Know the research based best practices, which can be demonstrated - the candidate is able to:
   (Skill) Use research-based best practice to plan, deliver, assess and modify instruction
   ****

6. (Knowledge) Know the theories of developmental learning including cognitive, affective and physical domains, which can be demonstrated - the candidate is able to:
   (Skill) Create environments that support student learning and that nurture the individual differences of the students
   ****

7. (Knowledge) Understand differences in styles of learning and teaching that meet the needs of diverse learners, which can be demonstrated - the candidate is able to:
   (Skill) Use learner profiles to plan, implement, and assess
   ****

8. (Knowledge) Know the characteristics of an effective learning environment which employs a variety of student-centered instructional methods and a range of motivational strategies, which can be demonstrated - the candidate is able to:
   (Skill) Use diverse technologies, group activities and effective teaching strategies
   ****

9. (Knowledge) Know a variety of methods for effectively managing student behavior, which can be demonstrated - the candidate is able to:
   (Skill) Use a variety of classroom management techniques to optimize the learning environment
   ****

10. (Knowledge) Know how to assess performance with variety of formal and informal tools and provide substantive feedback, which can be demonstrated - the candidate is able to:
(Skill) Use informal and formal methods of assessment
****

11. (Knowledge) Understand the importance of continuous growth through professional involvement and membership, which can be demonstrated - the candidate is able to:
(Skill) Model life-long learning and literacy and promote life-long learning and literacy among students
****

12. (Knowledge) Know the national, state and local standards appropriate for specific educational contexts, which can be demonstrated - the candidate is able to:
(Skill) Understand how to align the standards at national, state, and local levels
****

SHSU Standards of Professional Conduct in Field and Clinical Experiences

Teachers have a responsibility for professional behavior and conduct at all times, as stated in the *Code of Ethics and Standard Practices for Texas Educators*. Sam Houston State University's Educator Preparation Program expects the highest standards of professional conduct during teacher preparation training and field-based experiences. The following categories describe, in general, the level of professionalism expected of its teacher candidates.

I. Attendance and Punctuality
Attendance and punctuality are required for all classes, tests, seminars, group meetings, small and large group collaborations, and for all field-based experiences.

II. Professional Attitude
The teacher candidate's maturity and commitment to the profession of teaching will be reflected by his/her positive attitude. Keeping a positive, professional attitude is crucially important to one's course work and field experiences.

III. Professional Communication Skills
Professionalism in the teacher candidate's interactions with public school and university personnel and other teacher candidates implies (1) active listening, (2) thoughtful responses, and (3) active participation in class and field-based experiences. Assuming full professional responsibility also means contributing to small and large group interactions, planning sessions, and assuming an active role in one's professional development.

The teacher candidate's professional reputation and that of the University rests in one's field experiences. Professional behaviors will communicate the student's integrity and character. These professional behaviors include how well one articulates his/her ideas and beliefs in facilitating instruction, the speech they use, interactions with their peers, regard for school district dress and appearance guidelines, and the highest respect for teacher-student relationships.

Teacher candidates/residents are not to 1) communicate electronically with P-12 students, including but not limited to texting, emailing, calling, or accessing social networking sites, or 2) take pictures of P-12 students. Teacher candidates/residents are to communicate with P-12 students only concerning academics or classroom learning. All teacher candidates/residents should strongly consider that ANY information in a text message or on a social networking site or the internet in general is potentially public information. (added Jan. 2011)
It is extremely important to respect and honor the confidentiality of all interactions with school districts, administrators, teachers, and students during field experience.

IV. Honesty and Ethical Behavior Reflecting Good Character
It is imperative, of course, that the teacher candidate's actions communicate personal and professional integrity. For any assignments and examinations, students in field experiences and clinical teaching will adhere to the University policy of personal responsibility for one's own work and uphold the Pedagogy and Professional Responsibilities Standard IV: "The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession."

Sam Houston State University Dispositions Standards Alignment Chart

	Criteria	Danielson Framework Correlation	Educator's Code of Ethics Correlation
1	The candidate exhibits judgement and tact.	4a, 4b, 4c, 4d, 4f	§247.2
2	The candidate demonstrates an appreciation of diverse perspectives and ideas.	4c, 4d, 4e, 4f	
3	The candidate demonstrates the ability to work cooperatively with others.	4f	
4	The candidate accepts constructive criticism.	4f	
5	The candidate exhibits an appropriate appearance in professional settings.	4d, 4f	(2) (A-G)
6	The candidate exhibits self-control.	4e	
7	The candidate exhibits a positive attitude.	4f	
8	The candidate demonstrates conscientiousness to assigned work.	4b, 4f	
9	The candidate demonstrates flexibility.	4f	
10	The candidate displays initiative.	4a	
11	The candidate accepts responsibility and works independently.	4f	
12	The candidate demonstrates punctuality and dependability.	4f	
13	The candidate follows instructions.	4f	
14	The candidate demonstrates attention to detail and possess organizational skills.	4b	
15	The candidate expresses ideas clearly in writing.	4c	(3) (I) Standard 3.9
16	The candidate expresses ideas clearly orally.	4c	(3) (I) Standard 3.9
17	The candidate demonstrates appropriate electronic communication skills (e.g. social media, email, text messaging).	4c	(3) (I) Standard 3.9
18	The candidate demonstrates the ethical boundaries and decision-making required of student/teacher relationships.	4f	(3) (I) Standard 3.9
19	The candidate demonstrates the ethical decision-making required of a professional educator.	4f	(3) (I) Standard 3.9

TEXAS STATE STANDARDS FOR SHSU EDUCATOR PREPARATION PROGRAMS

Texas Examinations of Educator Standards (TExES)

Framework for Pedagogy and Professional Responsibilities (PPR)

Domain I   **Instructional Preparation**
   Standards Assessed:
1. Basic science-based lesson plan design (A-D)
2. Evaluate instructional materials (A-E)
3. Initial plan design using science of learning principles (A-D)
4. Meet needs all learners (A-C)
5. Assess and apply knowledge of students(A-D)
6. Engage in lesson internalization, sequencing lessons & units & tasks (A-G)

Domain II   **Instructional Delivery and Assessment**
   Standards Assessed:
1. Deliver research & evidence-based instruction (A-H)
2. Scaffold instruction novice through to automaticity & HOT Qs (A-F)
3. Check for understanding, give feedback, adjust lesson(s) (A-H)
4. Formative & Summative assessments, collect review and analyze data (A-E)

Domain III   **Content Pedagogy Knowledge and Skills**
   Standards Assessed:
1. Understand concepts, themes, perspectives, inquiry processes, structure, real world applications (A-E)

2. Demonstrate content specific knowledge including diverse learners and multiple representations (A-F)

3. Math Specific (A-J)

4. ELAR Specific (A-K)

Domain IV   **Learning Environment**
   Standards Assessed:

1. Consistent routines, positive interventions, clear expectations (A-D)

2. Motivate students & cognitively engage students (A-C)

Domain V   **Professioal Practices and Responsibilities**
   Standards Assessed:

1. Model ethical & respectful behavior, integrity (A-E)
2. Self-Reflect, collaborate (A-F)
3. Communicate clearly, consistently, respectfully with all community stakeholders (A-D)

Code of Ethics and Standard Practices for Texas Educators
(amended code effective December 26, 2010)

TEXAS ADMINISTRATIVE CODE - TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS' CODE OF ETHICS
RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Source Note: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242 (State Board for Educator Certification-Professional Discipline: (http://www.sbec.state.tx.us)

STATEMENT OF PURPOSE

- The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom.
- The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character.
- The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession.
- The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.
- The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
- The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

As provided in §249.5 of this title (relating to Purpose), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:
- o   to protect the safety and welfare of Texas schoolchildren and school personnel;
- o   to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
- o   to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

I.   Professional Ethical Conduct, Practices and Performance.

Enforceable Standards
- A. **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, [or] educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- B. **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

C. **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
D. **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.
E. **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
F. **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.
G. **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other [applicable] state and federal laws.
H. **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
I. **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
J. **Standard 1.10.** As defined in §249.3 of this title (relating to Definitions), the educator shall be of good moral character and demonstrate that he or she is fit and worthy to instruct or supervise the youth of this state.
K. **Standard 1.11.** The educator shall not purposefully misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.
L. **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
M. **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

II.   **Ethical Conduct Toward Professional Colleagues.**

Enforceable Standards
A. **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
B. **Standard 2.2.** The educator shall not harm others by knowingly or recklessly making false statements about a colleague or the school system.
C. **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
D. **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
E. **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender [sex], disability, [or] family status, or sexual orientation.
F. **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
G. **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

III.   Ethical Conduct Toward Students.

Enforceable Standards
   A. **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
   B. **Standard 3.2.** The educator shall not intentionally, knowingly, recklessly, or negligently treat a student or minor in a manner that adversely affects or endangers the [student's] learning, physical health, mental health, or safety of the student or minor.
   C. **Standard 3.3.** The educator shall not intentionally, [deliberately or] knowingly, or recklessly misrepresent facts regarding a student.
   D. **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender [sex], disability, national origin, religion, [or] family status, or sexual orientation.
   E. **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
   F. **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
   G. **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or minor or knowingly allow any student or minor to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
   H. **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships.
   I. **Standard 3.9.** The educator shall refrain from excessive and/or inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is excessive or inappropriate include, but are not limited to:
       a. the nature, purpose, timing, and amount of the communication; the subject matter of the communication;
       b. whether the communication was made openly or the educator attempted to conceal the communication;
       c. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
       d. whether the communication was sexually explicit; and
       e. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Texas Education Agency Technology Applications
Title 19, Chapter 126

Texas Administrative Code: Chapter 126

Subchapter A: Elementary

Subchapter B: Middle School

APPENDIX A: Support Roles in Clinical Experience

Expectations of the Classroom Cooperating/Host Teacher

Overview and description
The clinical experience is the final, and perhaps most important, phase of a teacher candidate/resident's program. The role of the public-school classroom cooperating/host teacher is one of great importance and significant responsibility. The classroom teacher often is the key to the success or failure of the teacher candidate/resident. Classroom teachers also serve as the necessary link between the university and the public-school classroom, providing necessary feedback to the Sam Houston Innovative Partnerships with Schools (SHIPS) Educator Preparation Program for continuous improvement of the program and related processes. The purpose of this section is to assist classroom teachers in realizing their very important role, in preparing their teacher candidate/resident for the teaching profession.

Classroom Cooperating Teachers
- Agree to host teacher candidate for the full length of the placement
- Meet TEA requirements to serve as a cooperating teacher
- Provide support for teacher candidate using co-teaching models
- Complete and submit TK20 evaluations (two progress reports per semester)
- Engage in program training and professional development
  - Single-Semester & ParaPath: online training modules (including co-teaching and coaching training)
  - YCT: two sessions per semester with site coordinator and teacher candidates, including co-teaching and coaching training
- Partner with the faculty site coordinators and university supervisors to develop the teacher candidate, culminating in recommendation to Texas Education Agency (TEA) for standard certification

Classroom Host Teachers
- Agree to host the resident for the full length of the placement
- Meet TEA requirements to serve as a host teacher
- Provide support for resident using co-teaching models and coaching strategies
- Complete and submit TK20 evaluations: two progress reports per semester (four total)
- Engage in program training and professional development
- Partner with the faculty site coordinators and campus administrator to develop the resident, culminating in recommendation to Texas Education Agency (TEA) for enhanced standard certification

Cooperating/Host Teacher as a Colleague, Coach, and Co-Learner
Some of the most successful clinical teaching experiences are those in which teacher candidates/residents are given the opportunity to "test their wings" and try something different (perhaps something learned in their university coursework). The teacher candidate/resident, with thoughtful coaching and questioning from the cooperating/host teacher, usually learns more through the process.

Teacher Candidate/Resident and Classroom Teacher Relationship
A good clinical teaching environment is largely dependent upon a healthy mentor/mentee relationship. Communication, mutual understanding, and acceptance are essential. Teacher candidates/residents often adopt attitudes that are similar to their classroom teacher, and this is especially true when mutual respect and rapport has been established. These suggestions foster the development of this relationship:

- ❑ Create an environment in which there is neither too much pressure nor protection-small failures can teach a great deal.
- ❑ Compliment your teacher candidate/resident whenever an occasion arises.
- ❑ Treat the teacher candidate/resident as a colleague, not as a student.
- ❑ Hold pre-/post observation conferences to provide/discuss your feedback.
- ❑ Critique in private, not in the presence of students or teachers.
- ❑ Be an active listener.
- ❑ Guide your teacher candidate/resident through thoughtful questioning.
- ❑ Help your teacher candidate/resident discover their answer.
- ❑ Encourage your teacher candidate/resident to develop an independent teaching style; influenced by yours, but not a carbon copy.
- ❑ Allow and encourage independent decision-making.
- ❑ Monitor the teacher candidate/resident's increasing planning responsibility.
- ❑ Include activities away from the classroom (i.e., other teacher gatherings, informal school functions, committee meetings).
- ❑ Give the teacher candidate/resident the opportunity to work with you on an instructional or behavioral problem.
- ❑ Be positive and professional in all discussions about students, teachers, administrators, and the teaching profession. Emphasize the good and worthwhile aspects of teaching.
- ❑ Share methods you find to be most helpful in understanding students.
- ❑ Discuss ways to view behavior problems objectively.
- ❑ Be careful not to embarrass students or your teacher candidate/resident.
- ❑ Provide teacher candidate copies of handouts, transparencies, tests, etc.

Become Acquainted with the Teacher Candidate/Resident
The Educator Preparation Program sends each participating school district pertinent application information of prospective teacher candidates. This information includes specialization/teaching fields and certification areas. From this information, the classroom cooperating/host teacher can glean information that will help encourage the teacher candidate /resident to share their aspirations, doubts, and attitudes related to education.

Welcome the Teacher Candidate/Resident
The classroom teacher must be willing to accept the teacher candidate /resident as a fellow professional who is welcome and wanted in the classroom. Some proven means of helping ease teacher candidates into the classroom are:

- ❑ Introduce the teacher candidate/resident as a fellow teacher and colleague
- ❑ Always address the teacher candidate/resident as Mr., Miss, Ms., or Mrs. in the presence of students
- ❑ Provide an appropriate work area or desk
- ❑ Use co-teaching models as appropriate for the classroom

Orient the Teacher Candidate/Resident to the Campus Atmosphere and Procedures
The teacher candidate/resident will be in unfamiliar surroundings and will not know how to react to certain situations. Therefore, the need to feel comfortable and confident in this new environment is extremely important. The following orientation procedures should occur during the first day or two of the placement. The classroom teacher should:

- Provide a tour of the building
- Introduce the teacher candidate/resident to principal and colleagues
- Furnish daily schedules, policy manuals, handbooks, subject area manuals and resources, curriculum guides, and professional websites
- Encourage the teacher candidate/resident to ask questions
- Explain procedures for the use of technology equipment
- Furnish information about the students in the classroom
- Discuss procedures for scheduling formal observations
- Discuss when feedback will be provided
- Discuss procedures for planning during a conference period

Introductory Questions Teacher Candidates/Residents May Ask
Classroom cooperating/host teachers should discuss the following questions with the teacher candidate /resident and have seating charts, curriculum guides, a complete set of textbooks, and other related materials for the teacher candidate/resident on their first day on the campus:

- What lesson plan format is used?
- Is there a system or plan for classroom discipline?
- What are the behavior expectations for the students?
- What time should the teacher candidate/resident arrive and what time should they leave school each day? (Teacher candidates/residents are required to follow the cooperating teacher's scheduled hours)
- What content is expected of the teacher candidate/resident to teach to the students?
- What materials may the teacher candidate/resident utilize before and during the clinical teaching experience?

Introductory Questions Classroom Teachers May Ask
During the first visit your classroom cooperating teacher, be prepared to answer these questions:

- What experiences do you have with groups of children/youth?
- What experiences have you had in Texas public schools?
- What experiences did you have during your previous coursework and field experiences?
- Why do you want to be a teacher?
- What do you expect to be your greatest challenge?
- What do you expect to be your greatest success?
- What do you want to learn from your classroom cooperating/host teacher?

Teacher Candidate/Resident's Transition from Passive to Active Role in the Classroom
The teacher candidate/resident can be guided to a positive beginning by observing their cooperating/host teacher teach, assisting them with individual and group lessons, co-teaching with their cooperating/host teacher, and teaching independently for short periods. During the first few days, much of the teacher candidate/resident's time will be spent in observation. During the end of the first and succeeding weeks, the teaching time should be increased until the majority of the teaching load is assumed by the teacher candidate/resident before the end of the clinical teaching experience.
The classroom teacher should remain in the classroom, observing, during the first weeks of clinical teaching, and gradually leave for longer periods of time, but still be available as needed.

Provide opportunities for the teacher candidate/resident to:

- ❑ Teach the same lesson to a different class after observing their cooperating/host teacher teach and model
- ❑ Move about the room and assist individuals with classroom assignments and other work to be done at their desks
- ❑ Co-plan and co-teach lessons outside of PLC time
- ❑ Video capture (record) a lesson to identify strengths and weaknesses.
- ❑ Plan several mini-lessons before assuming the responsibility for an entire class period
- ❑ Self-reflect after each presentation
- ❑ Present concepts, plan lessons, manage the classroom, review curriculum materials, and help perform routine duties
- ❑ Tutor individual students or small groups of students

Semester-long teacher candidates will assume teaching responsibilities at a faster rate than yearlong clinical teaching teacher candidates, due to the nature of the program and prior fieldexperience (they are the equivalent of second-semester yearlong teacher candidates). Both groups are encouraged to use co-teaching approaches in the classroom.

Six Co-Teaching Models

Co-Teaching Model	Application
One Teach - One Observe	Teachers decide in advance what types of specific observation information to gather during instruction and agree on a system for gathering the data. Afterward, the teachers analyze the information together.
One Teach - One Assist	One teacher keeps primary responsibility for teaching while the other teacher circulates through the room providing unobtrusive assistance to students as needed.
Parallel Teaching	Teachers are both teaching the same information, but they divide the class and do so simultaneously.
Station Teaching	Teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could require students work independently.
Alternative Teaching	One teacher takes responsibility for the large group while the other teacher works with a smaller group.
Team Teaching	Both teachers deliver the same instruction at the same time. One may model while the other person speaks. One may demonstrate while the other explains. The teachers may roleplay or they may take turns delivering instruction.

Yearlong Clinical Teaching Progression of Clinical Teaching

Clinical teachers are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning of their placement. Yearlong teacher candidates should assume greater responsibilities progressively throughout their clinical teaching.

Site coordinators will meet with cooperating teachers to review the expectations for the cooperating teachers, procedures for contacting the site coordinator, role of the site coordinator, and expectations for yearlong teacher candidates regarding assignments and co-teaching.

Weeks	Suggested Co-Teaching Strategies	Minimum Teacher Candidate (TC) Responsibilities	Minimum Cooperating Teacher (CT) Responsibilities
Weeks 1-4	• One teach | one observe • One teach | one assist • Alternative teaching	• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-plan and lead small group activities	• Include TC in team planning • Establish planning responsibilities with the TC • Provide small group lesson materials and provide access to curriculum • Review TC small group lesson plan in advance • Modeling and co-teaching
Weeks 5-9	• Above as well as • Station teaching • Parallel teaching • Team teaching	• Co-plan and lead in one subject area or class • Co-plan and lead small group activities	• Provide lesson materials in advance and review TC planned lessons • support/scaffold TC in their understanding of that content/subject area, with team when possible • Modeling and co-teaching
Weeks 10-15	• Any co-teaching strategy appropriate for the subject area or classroom setting	• Assume partial and occasional full responsibility of the classroom • Co-plan and lead in two subject areas or class periods • Co-plan and lead small group activities	• Monitor and support co-planning and independent planning responsibilities of the TC • support/scaffold TC in their understanding of that content/subject area, with team when possible • Modeling and co-teaching
Weeks 16-20	• Any co-teaching strategy appropriate for the subject area or classroom setting	• Assume partial and occasional full responsibility of the classroom • Co-plan and lead in three subject areas or class periods • Co-plan and lead small group activities	• Continue monitoring co-planning and independent planning responsibilities of the TC • support/scaffold TC in their understanding of that content/subject area, with team when possible • Modeling and co-teaching

Weeks	Suggested Co-Teaching Strategies	Minimum Teacher Candidate (TC) Responsibilities	Minimum Cooperating Teacher (CT) Responsibilities
Weeks 21 and beyond	• Any co-teaching strategy appropriate for the subject area or classroom setting	• Co-plan and lead subject areas or class periods Final week – • Gradually return teaching lead to cooperating teacher • Visit other classrooms for additional experience • Meet with campus principal or assistant principal to discuss placement and TC plans for post-graduation	• Continue monitoring co-planning and independent planning responsibilities of the TC • Support/scaffold TC in their understanding of that content/subject area, with team when possible • Modeling and co-teaching • Facilitate TC targeted visits/observations of other teachers who may provide additional experience in classroom management, grouping structures, etc. • Facilitate TC campus visit with campus administration • Facilitate a joint meeting with the teacher candidate and site coordinator to discuss the overall experience. • Share copies of innovative materials to use in upcoming semester or upon graduation.

Residency Progression of Clinical Teaching
Residents are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning of their placement. Residents should assume greater responsibilities progressively throughout their clinical teaching.
Site coordinators will meet with host teachers to review the expectations for the host teachers, procedures for contacting the site coordinator, role of the site coordinator, and expectations for residents regarding assignments and co-teaching.

Weeks	Suggested Co-Teaching Strategies	Minimum Resident Teacher (RT) Responsibilities	Minimum Host Teacher (HT) Responsibilities
Weeks 1-4	• One teach | one observe • One teach | one assist • Alternative teaching	• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-plan and lead small group activities	• Include RT in team planning • Establish planning responsibilities with the RT • Provide small group lesson materials and provide access to curriculum • Review RT small group lesson plan in advance • Modeling and co-teaching
Weeks 5-9	• Above as well as • Station teaching • Parallel teaching • Team teaching	• Co-plan and lead in one subject area or class • Co-plan and lead small group activities	• Provide lesson materials in advance and review RT planned lessons • support/scaffold RT in their understanding of that content/subject area, with team when possible • Modeling and co-teaching
Weeks 10-15	• Any co-teaching strategy appropriate for the subject area or classroom setting	• Assume partial and occasional full responsibility of the classroom • Co-plan and lead in two subject areas or class periods • Co-plan and lead small group activities	• Monitor and support co-planning and independent planning responsibilities of the RT • support/scaffold RT in their understanding of that content/subject area, with team when possible • Modeling and co-teaching
Weeks 16-20	• Any co-teaching strategy appropriate for the subject area or classroom setting	• Assume partial and occasional full responsibility of the classroom • Co-plan and lead in three subject areas or class periods • Co-plan and lead small group activities	• Continue monitoring co-planning and independent planning responsibilities of the RT • support/scaffold RT in their understanding of that content/subject area, with team when possible • Modeling and co-teaching

Weeks	Suggested Co-Teaching Strategies	Minimum Resident Teacher (RT) Responsibilities	Minimum Host Teacher (HT) Responsibilities
Weeks 21 and	• Any co-teaching beyond strategy appropriate for the subject area or classroom setting	• Co-plan and lead subject areas or class periods Final week – • Gradually return teaching lead to cooperating teacher • Visit other classrooms for additional experience • Meet with campus principal or assistant principal to discuss placement and RT plans for post-graduation	• Continue monitoring co-planning and independent planning responsibilities of the RT • Support/scaffold RT in their understanding of that content/subject area, with team when possible • Modeling and co-teaching • Facilitate RT targeted visits/observations of other teachers who may provide additional experience in classroom management, grouping structures, etc. • Facilitate RT campus visit with campus administration • Facilitate a joint meeting with the teacher candidate and site coordinator to discuss the overall experience. • Share copies of innovative materials to use in upcoming semester or upon graduation.

Semester-Long Suggested Progression of Clinical Teaching (1 placement)
Teacher candidates (TC) are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning of their placement. Semester-long teacher candidates should assume greater responsibilities progressively throughout their clinical teaching experience.

University supervisors will meet with cooperating teachers to review the expectations for the cooperating teachers, procedures for contacting the supervisor, role of the supervisor, and expectations for teacher candidates regarding assignments and the suggested progression of the teacher candidate's teaching responsibilities. Progressions may vary by content area and grade level.

Weeks	Suggested Co-Teaching Strategies	Minimum Teacher candidate (TC) Responsibilities	Minimum Cooperating Teacher (CT) Responsibilities
Weeks 1-2	• One teach | one observe • One teach | one assist • Alternative teaching	• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-plan and lead small group activities	• Include TC in team planning • Establish planning responsibilities with the TC • Provide small group lesson materials and provide access to curriculum • Review TC small group lesson plan in advance • Modeling and co-teaching
Weeks 3-4	• Above as well as • Station teaching • Parallel teaching • Team teaching	• Co-plan and lead in one subject area or class • Co-plan and lead small group activities	• Provide lesson materials in advance and review TC planned lessons • support/scaffold TC in their understanding of the content/subject area, with team when possible • Modeling and co-teaching
Weeks 5-9	• Any co-teaching strategy appropriate for the subject area or classroom setting	• Assume partial and occasional full responsibility of the classroom • Co-plan and lead in two subject areas or class periods • Co-plan and lead small group activities	• Monitor and support co-planning and independent planning responsibilities of the TC • support/scaffold TC in their understanding of the content/subject area, with team when possible • Modeling and co-teaching

Weeks	Suggested Co-Teaching Strategies	Minimum Teacher candidate (TC) Responsibilities	Minimum Cooperating Teacher (CT) Responsibilities
Weeks 10-15	• Any co-teaching strategy appropriate for the subject area or classroom setting	• Co-plan and lead subject areas or class periods	• Continue monitoring co-planning and independent planning responsibilities of the TC • Support/scaffold TC in their understanding of the content/subject area, with team when possible • Modeling and co-teaching
Week 16	• Any co-teaching strategy appropriate for the subject area or classroom setting	• Gradually return teaching lead to cooperating teacher • Visit other classrooms for additional experience • Meet with campus principal or assistant principal to discuss placement and TC plans for post-graduation	• Gradually retake lead role in classroom instruction • Continue planning with TC • Facilitate TC targeted visits/observations of other teachers who may provide additional experience in classroom management, grouping structures, etc. • Facilitate TC campus visit with campus administration • Facilitate a joint meeting with the teacher candidate and university supervisor to discuss the overall experience. • Share copies of innovative materials to use upon graduation.

Semester-Long Suggested Progression of Clinical Teaching (2 placements)

Teacher candidates (TC) are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning of their placement. Semester-long teacher candidates should assume greater responsibilities progressively throughout their clinical teaching experience.

University supervisors will meet with cooperating teachers to review the expectations for the cooperating teachers, procedures for contacting the supervisor, role of the supervisor, and expectations for teacher candidates regarding assignments and the suggested progression of the teacher candidate's teaching responsibilities. Progressions may vary by content area and grade level.

Weeks	Suggested Co-Teaching Strategies	Minimum Teacher Candidate (TC) Responsibilities	Minimum Cooperating Teacher (CT) Responsibilities
Week 1	• One teach | one observe • One teach | one assist • Alternative teaching	• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-plan and lead small group activities	• Include TC in team planning • Establish planning responsibilities with the TC • Provide small group lesson materials and provide access to curriculum • Review TC small group lesson plan in advance • Modeling and co-teaching
Week 2	• Above as well as • Station teaching • Parallel teaching • Team teaching	• Co-plan and lead in one subject area or class • Co-plan and lead small group activities	• Provide lesson materials in advance and review TC planned lessons • support/scaffold TC in their understanding of the content/subject area, with team when possible • Modeling and co-teaching
Weeks 3-4	• Any co-teaching strategy appropriate for the subject area or classroom setting	• Assume partial and occasional full responsibility of the classroom • Co-plan and lead in two subject areas or class periods • Co-plan and lead small group activities	• Monitor and support co-planning and independent planning responsibilities of the TC • Support/scaffold TC in their understanding of the content/subject area, with team when possible • Modeling and co-teaching

Weeks	Suggested Co-Teaching Strategies	Minimum Teacher Candidate (TC) Responsibilities	Minimum Cooperating Teacher (CT) Responsibilities
Weeks 5-7	• Any co-teaching strategy appropriate for the subject area or classroom setting	• Co-plan and lead subject areas or class periods	• Continue monitoring co-planning and independent planning responsibilities of the TC • support/scaffold TC in their understanding of the content/subject area, with team when possible • Modeling and co-teaching
Weeks 8	• Any co-teaching strategy appropriate for the subject area or classroom setting	• Gradually return teaching lead to cooperating teacher • Visit other classrooms for additional experience • Meet with campus principal or assistant principal to discuss placement and TC plans for post-graduation	• Gradually retake lead role in classroom instruction • Continue planning with TC • Facilitate TC campus visits with other classrooms who may provide additional experience in classroom management, grouping structures, etc. • Facilitate TC campus visit with campus administration

Weeks	Suggested Co-Teaching Strategies	Minimum Teacher Candidate (TC) Responsibilities	Minimum Cooperating Teacher Responsibilities
Week 9	• One teach | one observe • One teach | one assist • Alternative teaching	• TC moves to Second Placement classroom • Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-plan and lead small group activities	• Include TC in team planning • Establish planning responsibilities with the TC • Provide small group lesson materials and provide access to curriculum • Review TC small group lesson plan in advance • Modeling and co-teaching
Weeks 10-15	• Any co-teaching strategy appropriate for the subject area or classroom setting	• Co-plan and lead subject areas or class periods (this may be appropriately increased for dual placement teacher candidates in their second placement)	• Continue monitoring co-planning and independent planning responsibilities of the TC • support/scaffold TC in their understanding of the content/subject area, with team when possible • Modeling and co-teaching
Week 16	• Any co-teaching strategy appropriate for the subject area or classroom setting	• Gradually return teaching lead to cooperating teacher • Visit other classrooms for additional experience • Meet with campus principal or assistant principal to discuss placement and TC plans for post-graduation	• Gradually retake lead role in classroom instruction • Continue planning with TC • Facilitate TC targeted visits/observations of other teachers who may provide additional experience in classroom management, grouping structures, etc. • Facilitate TC campus visit with campus administration • Facilitate a joint meeting with the teacher candidate and university supervisor to discuss the overall experience. • Share copies of innovative materials to use upon graduation.

Evaluations and Activities

The classroom cooperating/host teacher and site coordinator/university supervisor should continuously evaluate their teacher candidate/resident's progress and performance. Through regular periods of discussion, successful performance is jointly determined by the classroom cooperating/host teacher and the field supervisor. Please complete all required forms in Tk20 by the date indicated on clinical experience calendar.

To evaluate effectively, the classroom cooperating/host teacher should:

- ❑ Evaluate the individual as a beginning, novice teacher, not as an experienced teacher.
- ❑ Use the T-TESS rubric and language. Encourage the teacher candidate/resident to use self- evaluation techniques. (Video and audio taping are excellent tools for self-evaluation; Include such items as personal appearance, work habits, mannerisms, and voice in your evaluation and feedback
- ❑ Observe the teacher candidate/resident in actual teaching situations and make notes that can be used as the basis for critiques.
- ❑ Be frank and professional in the evaluation.
- ❑ Share strengths and criticize weaknesses constructively, providing suggestions for improvement.
- ❑ Complete all documentation forms required in Tk20 in a timely manner.
- ❑ Monitor and approve time log submissions in a timely manner.

Expectations of the Site Coordinator/University Supervisor

Overview

The SHSU faculty site coordinator/university supervisor plays many roles. The site coordinator/university supervisor is the university instructor of record, and also a colleague of both the classroom cooperating teacher and the teacher candidate. The site coordinator/university supervisor is an advocate, a confidant, a mentor, a mediator, a coach, liaison, a problem-solver, and an active listener. Site coordinators/university supervisors apply their understanding of human development, learning theories, and educational philosophy to enhance progress throughout the clinical teaching experience. As an effective communicator, the site coordinator/university supervisor demonstrates the power of language in self-identity, expression, and influence. Communicating with empathy, the site coordinator/ university supervisor resolves conflicts by capitalizing on knowledge of group processes. Through effective oral and written communication, the site coordinator/university supervisor clearly defines what is expected and hoped for in order to enhance the success of the teacher candidate.

The site coordinator/university supervisor is enthusiastic, respectful, and encourages the teacher candidate to solve problems, celebrates innovation and accomplishment, acknowledges excellence, and views unsuccessful experiences as opportunities to learn. The site coordinator/university supervisor shares the responsibility for the learning community. The site coordinator/university supervisor acts appropriately to ensure the safety and welfare of community members while they are in school and removes barriers that impede success for the teacher candidate.

The site coordinator/university supervisor adheres to all University and College of Education policies and procedures, including those pertaining to sharing/forwarding confidential information regarding teacher candidates, cooperating teachers, or P-12 students. The site coordinator/university supervisor ensures that all members of the learning community have an equitable opportunity to achieve. Recognizing that a diverse population enhances the learning environment, the site coordinator/university supervisor respects all learners, is sensitive to their needs, and encourages them to use all their skills and talents. Because the site coordinator/university supervisor views differences as opportunities for learning, cross-cultural experiences are an integral part of the community, and the cultures of school families are affirmed.

The Site Coordinator/University Supervisor should:
- ❑ Require detailed lesson plans to assist in assessing preparedness of the teacher candidate
- ❑ Facilitate communication between the teacher candidate/resident, campus, and cooperating teacher when needed, and serve as a mediator when appropriate
- ❑ Serve as an advocate or an enforcer, depending on circumstances
- ❑ Have a minimum of 8 contacts during the semester with the teacher candidate, including orientations, meetings/seminars, and observations (some teacher candidates/residents may require more)
- ❑ For teacher candidates, have a minimum of 3 contacts during the semester with the cooperating teacher, including the initial visit within 2 weeks of beginning

date of placement
- ❏ For residents, have a minimum of 2 collaborative contacts each month during the semester with the host teacher, including the initial visit within 2 weeks of beginning date of placement
- ❏ For residents, have a minimum of 3 collaborative contacts during the semester with the campus administrator

- ❏ Monitor teacher candidate/resident attendance as required by SHSU and TEA
- ❏ Communicate with teacher candidates/residents by phone, text, or video conference, etc. (share that all phone numbers, and phone calls at home should be welcomed at reasonable hours)
- ❏ Communicate with teacher candidates/residents by email (verify receipt on important issues)
- ❏ Schedule observations to maximize the efficiency of travel, when possible
- ❏ Complete and submit all Tk20 requirements and documentation on schedule
- ❏ Encourage use of technology in and out of the classroom
- ❏ Inform and facilitate university expectations and deadlines with both cooperating/host teachers and teacher candidates/residents (including substitute teaching and attendance policies)
- ❏ Follow the pre-observation, observation, post-observation (POP) Cycle, including conferencing with the teacher candidate/resident following each observation in a timely manner and providing high quality feedback (Face-to-face, video conference, or telephone formats are acceptable.)
- ❏ Facilitate completion of Program Evaluations (surveys) by cooperating/host teacher and teacher candidates/residents
- ❏ Facilitate completion of the Focused Content Observations (FCOs), as applicable
- ❏ Facilitate completion of the T-CAR Portfolios (final semester)
- ❏ Be an advocate for the teaching profession and Sam Houston State University

University Supervisors - Additional Responsibilities:
- ❏ Hold meetings (virtual or face-to-face) as needed for candidate support
- ❏ Plan and facilitate a teacher candidate seminar during the second or third week of each placement (twice during semester)
- ❏ Conduct T-TESS with POP cycle 4 times during the semester. A 5th may be added upon request of the Educator Preparation Program
- ❏ Conduct informal observations 3 times during the semester (first informal observation must be in-person)
- ❏ Attend SHSU trainings as appropriate

Site Coordinators - Additional Responsibilities:
- ❏ Hold biweekly meetings with candidates/residents through clinical teaching courses
- ❏ Plan and facilitate quarterly professional development for cooperating/host teachers and candidates
- ❏ Plan and facilitate quarterly governance meetings for the purpose of sharing data
- ❏ Facilitate the Student Achievement Chart
- ❏ Facilitate the Student Perception Survey
- ❏ Conduct T-TESS with POP cycle quarterly
- ❏ Record, upload, and share all T-TESS observations with the candidate
- ❏ For teacher candidates, conduct informal observations 3 times each semester (first

informal observation of each semester must be in-person)
- ❑ For residents, conduct informal observations 4 times each semester (first informal observation of each semester must be in-person)
- ❑ Attend site coordinator meetings
- ❑ Refer to Site Coordinator Task and Timeline for detailed tasks and completion dates

APPENDIX B: EVALUATION

T-TESS: Texas Teacher Evaluation & Support System

The Texas Teacher Evaluation and Support System (T-TESS) is a system designed by educators to support teachers in their professional growth.
Teacher candidates are to progressively work toward improving proficiency levels in all T-TESS indicators, as noted above. As novice preservice teachers, teacher candidates are developing their skills during clinical teaching and are not expected to perform at a proficient level in all areas.

By the end of the clinical teaching experience, teacher candidates should meet each indicator with Developing or higher to successfully complete clinical teaching.

By the end of the residency, residents should meet the Proficient performance level measure in each of the following dimensions:
      (A) Planning Dimension 1.1: Standards and Alignment;
      (B) Planning Dimension 1.2: Data and Assessment;
      (C) Instruction Dimension 2.1: Achieving Expectations;
      (D) Instruction Dimension 2.2: Content Knowledge and Expertise;
      (E) Instruction Dimension 2.3: Communication;
      (F) Learning Environment Dimension 3.1: Classroom Environment, Routines, and
           Procedures;
      (G) Learning Environment Dimension 3.2: Managing Student Behavior;
      (H) Learning Environment Dimension 3.3: Classroom Culture;
      (I) Professional Practices and Responsibilities Dimension 4.1: Professional Demeanor
           and Ethics;
      (J) Professional Practices and Responsibilities Dimension 4.2: Goal Setting; and
      (K) Professional Practices and Responsibilities Dimension 4.3: Professional
           Development.

Teacher candidates/residents scoring at Needs Improvement in multiple areas will be placed on a growth plan in an effort to provide structured support for improvement.

The T-TESS Evaluation
The SHSU Student/Teacher candidate Evaluation Report is a form developed collaboratively by the SHSU Educator Preparation Program, College of Education faculty members, and University Supervisors.

The T-TESS Rubric

The T-TESS rubric includes 4 domains and 16 dimensions. T-TESS domain and dimension rubrics include specific descriptors of practices and 5 performance levels: Distinguished, Accomplished, Proficient, Developing, and Improvement Needed. The full T-TESS rubric can be found here: Below is a summary of each dimension in each of the four domains.

Domain I – Planning

Dimension 1.1: Standards and Alignment
Goals and objectives aligned to standards, sequenced, relevant and appropriate to the needs of the learners including best practices, use of technology, diverse learners.

Dimension 1.2: Data and Assessment
Formal/informal assessments, analysis/use of data to adjust instruction, plan for feedback, confidentiality.

Dimension 1.3: Knowledge of Standards
Connection to students' prior knowledge and background, focus on strengths, close gaps.

Dimension 1.4: Activities
Questioning that encourages higher-order thinking, instructional grouping, technology and materials aligned with the lesson objective.

Domain II – Instruction

Dimension 2.1: Achieving Expectations
Challenging, address student mistakes and follow through for mastery, and allows student opportunities for higher-order thinking.

Dimension 2.2: Content Knowledge and Expertise
Content knowledge, integrated learning, anticipate and address student misunderstandings, and allows student opportunities for higher-order thinking.

Dimension 2.3: Communication
Questioning that clarifies and encourages learning, clear explanations, appropriate communication, classroom process to communicate effectively.

Dimension 2.4: Differentiation
Meets individual's needs, monitors students, recognizes confusion, provides differentiated content, and varies instructional methods.

Dimension 2.5: Monitor and Adjust
Monitors and adjusts for student engagement and understanding.

Domain III – Learning Environment

Dimension 3.1: Classroom Environment, Routines and Procedures
Efficient procedures, routines, transitions and student groups in a safe, positive and organized classroom environment.

Dimension 3.2: Managing Student Behavior
Consistently implements behavior system proficiently. Most students meet expectations.

Dimension 3.3: Classroom Culture
Engages all students in meaningful learning. Students work respectfully.

Domain IV - Professional Practices and Responsibility

Dimension 4.1: Professional Demeanor and Ethics
Follows the code of ethics, meets district/campus/university standards, and advocates for students.

Dimension 4.2: Goal Setting
Sets professional goals, meets goals, and increases student achievement.

Dimension 4.3: Professional Development – Not Scored

Dimension 4.4: School Community Involvement – Not Scored

Pre-conference Observation Post Conference (POP Cycle)

For each T-TESS observation the teacher candidate will engage in the POP Cycle, as follows.

Pre-conference- Submit detailed lesson plan and pre-conference questions and notes to Tk20 24-48 hours before the scheduled preconference. Meet with the site coordinator/university supervisor for the pre-conference. Revise lesson plan as needed after the pre-conference. Upload revised lesson plan, along with any supporting documents (i.e., Student Achievement Chart) to Tk20.

Observation- Observations should be scheduled for 45 minutes or more of instruction including the beginning, middle, and end of the lesson. T-TESS observations are recorded. For each recorded T-TESS observation, the teacher candidate/resident will watch the video and complete the self-assessment reflection (in Tk20 field binder).

Post Conference- Each teacher candidate/resident will meet with their site coordinator/ university supervisor to discuss the observed lesson. Site coordinator/university supervisor leads the reflective process through coaching, inquiry, and sharing. Post conferences include teacher candidate/resident's reflections, analysis of areas of strength and growth, a review of the T-TESS rubric evaluation, rationales for ratings, and focused areas for growth.

T-TESS Pre-conference Coaching Prompts (rev. July 2023)
1. What is the learning goal(s)/objective(s) of your lesson? Describe how this learning goal/objective is aligned to the TEKS. (*If you have any Emergent Bilinguals, identify your language objective(s) that connect to the content objective?*)
2. Describe the *specific* content knowledge needed to teach the learning goal(s)/objective(s) for this lesson.
3. Describe how you will ensure that **ALL** learners (students with disabilities, emergent bilinguals, gifted learners, etc.) have many opportunities to think deeply and effortfully to engage with the content of the lesson.
    a. How will you collaborate with specialized campus personnel (ex: special education teacher, bilingual teacher, paraprofessionals, counselor, etc.) to support the learning of all learners before and during the lesson?
4. How will you activate relevant schema (i.e., prior knowledge/skills) that connect to the learning goal(s)/objective(s) of the lesson?
5. Identify common misconceptions learners might have related to the learning goal(s)/objectives(s). What strategies do you plan to use to address these misconceptions?
6. Describe your assessment strategies and how they will ensure that **ALL** learners have met the lesson goal(s)/objective(s) -- (pre, formative, and post).
    a. What data have you collected prior to the lesson?
    b. How are you using this data to inform your instruction?

     c.   How will you assess students during your instruction?

     d.   How will you assess students after your instruction?

7. Identify the key questions and tasks that you will use to prompt learners to think deeply and effortfully about the content (i.e., analyze, justify, and provide detailed explanations of key content). Think about using how and why questions.

8. Describe how the instructional strategies and activities will meet the goal(s)/objective(s).

9. What are your plans for lesson closure and reflection?

10. Share any concerns and/or special circumstances of which I should be aware (i.e., behavior, lesson, content, scheduling).

T-TESS Sample Observation Document

OBSERVATION DATE: _____

START TIME- END TIME: _____

TOTAL MINUTES:_____

GRADE / SUBJECT: _____

PRE-CONFERENCE DATE AND TIME: _____

Notes:

T-TESS OBSERVATION / RUBRIC
SCALE: Distinguished (Dist) – Accomplished (Acmp) – Proficient (Prof) – Developing (Dev) – Needs Improvement (NI) – Not Applicable (N/A)

Domain 1: Planning-Evidence is apparent in the instructional lesson plan and classroom

	Dist	Acmp	Prof	Dev	NI	N/A
1.1 Standards and Alignment: The teacher candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.						
Comments:						
1.2 Data & Assessment: The teacher candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						
1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher candidate ensures high level of learning, social- emotional development and achievement for all students.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						

1.4 Activities: The teacher candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						

Domain 2: Instruction-Evidence is apparent in classroom instruction and classroom.

2.1 Achieving Expectations: The teacher candidate supports all learners in their pursuit of high levels of academic and social-emotional success.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						
2.2 Content Knowledge & Expertise: The teacher candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						
2.3 Communication: The teacher candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						
2.4 Differentiation: The teacher candidate differentiates instruction, aligning methods and techniques to diverse student needs.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						
2.5 Monitor & Adjust: The teacher candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						

Domain 3: Learning Environment-Evidence is apparent in the classroom and learning culture.

	Dist	Acmp	Prof	Dev	NI	N/A
3.1 Classroom Environment, Routines & Procedures: The teacher candidate organizes a safe, accessible and efficient classroom.						

Comments:

	Dist	Acmp	Prof	Dev	NI	N/A
3.2 Managing Student Behavior: The teacher candidate establishes, communicates and maintains clear expectations for student behavior.						

Comments:

	Dist	Acmp	Prof	Dev	NI	N/A
3.3 Classroom Culture: The teacher candidate leads a mutually respectful and collaborative class of actively engaged learners.						

Comments:

Domain 4: Professional Practices & Responsibilities-Evidence is available in debriefs/conference, and daily interaction with others

	Dist	Acmp	Prof	Dev	NI	N/A
4.1 Professional Demeanor & Ethics: The teacher candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities						

Comments:

	Dist	Acmp	Prof	Dev	NI	N/A
4.2 The teacher candidate reflects on his/her practice.						

Comments:

POST CONFERENCE
Date & Time:

Cooperating/Host Teacher Progress Reports

FEEDBACK

Strength/Reinforcement*

Strength/Reinforcement Evidence*

Challenge/Refinement*

Challenge/Refinement Evidence*

Goals/Next Steps*

DISPOSITIONS/PROFESSIONALISM

Dispositions*

	Always	Most of the Time	Rarely	Never	Score/Comment
1. Does the candidate exhibit strong interpersonal skills? Examples: professional judgement and tact; appreciation of diverse perspectives and ideas; the ability to work cooperatively with others	4 ●	3 ●	2 ●	1 ●	
2. Does the candidate exhibit appropriate personal characteristics? Examples: appropriate appearance in professional settings; self-control; positive attitude; flexibility; initiative; responsibility and independent work; punctuality and dependability; following instructions	4 ●	3 ●	2 ●	1 ●	
3. Does the candidate exhibit appropriate communication skills? Examples: expression of ideas clearly in writing; express of ideas clearly orally; professional electronic communications	4 ●	3 ●	2 ●	1 ●	
4. Does the candidate exhibit appropriate ethics? Examples: ethical boundaries and appropriate professional relationships; ethical decision-making	4 ●	3 ●	2 ●	1 ●	
				Rubric Score	
				Rubric Mean	

Is there any additional information regarding the candidate's dispositions you would like to share?

RECOMMENDATION

Is this your final progress report for this teacher candidate in this placement?*

Has the candidate demonstrated proficiency in each of the educator standards for the assignment?*

Do you recommend the candidate for certification?*

Explain your reasons if you selected "no" for either of the two proceeding questions. Otherwise, enter "N/A" in the field below.*

Please enter your first and last name. This will serve as your digital signature.*

Please enter today's date.*

Teacher Candidate/Resident Evaluation forms

T-TESS observation Self-Reflection form

After viewing the self-recording of the observation, the teacher candidate/resident will immediately complete the self-reflection activity in Tk20. Self-Reflection is to be completed prior to the post-conference with the site coordinator or university supervisor.

For each standard below, the teacher candidate/resident will complete the following:
a) answer the question and
b) enter evidence from the lesson recording

1.1 STANDARDS AND ALIGNMENT
How did you design clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners?
1.2 DATA AND ASSESSMENT
How did you use formal and informal methods to measure student progress, then manage and analyze student data to inform instruction?
1.3 KNOWLEDGE OF STUDENTS
How did you use your knowledge of your students to ensure high levels of learning, social-emotional development, and achievement for all students?
1.4 ACTIVITIES
How was this lesson engaging and flexible? How did the lesson encourage higher-order thinking, persistence, and achievement?
2.1 ACHIEVING EXPECTATIONS
How did you support all learners in their pursuit of high levels of academic and social-emotional success?
2.2 CONTENT KNOWLEDGE AND EXPERTISE
How did you use content and pedagogical expertise to design and execute the lesson? How was the lesson aligned with state standards, related content, and student needs?
2.3 COMMUNICATION
How did you communicate to support persistence, deeper learning, and effective effort?
2.4 DIFFERENTIATION
How did you differentiate instruction, aligning methods and techniques to diverse student needs?
2.5 MONITOR AND ADJUST
How did you collect, analyze, and use student progress data and make needed lesson adjustments?
3.1 CLASSROOM ENVIRONMENT, ROUTINES AND PROCEDURES
How did you organize a safe, accessible, and efficient classroom?
3.2 MANAGING STUDENT BEHAVIOR
How did you establish, communicate, and maintain clear expectations for student behavior?
3.3 CLASSROOM CULTURE
How did you lead a mutually respectful and collaborative class of actively engaged learners?

Teacher Candidate/Resident Evaluation of Cooperating/Host Teacher Form

Sam Houston State University teacher candidates/residents placed into the public schools during the clinical teaching experience are asked to thoughtfully respond to the following items as related to their classroom cooperating/host teacher. Feedback will be analyzed and utilized for training to improve the pool of future cooperating/host teachers. Surveys are confidential.

YOUR INFORMATION

Which clinical experience pathway were you enrolled in?*

Single Semester Student Teaching

Yearlong Clinical Teaching

EdAide Program

Internship

In which school district did you complete your clinical experience?*

Please list the name of the mentor teacher (for whom you are completing this survey)*

During my clinical experience, my cooperating/mentor teacher provided me feedback...*

During my clinical experience, my cooperating/mentor teacher provided me feedback...

	Strongly Agree	Agree	Disagree	Strongly Disagree	Score
That was aligned to the clinical experience observation protocol	3	2	1	0	
That was informed by data from my clinical experience classroom	3	2	1	0	
That was frequent enough to support my development	3	2	1	0	
That was specific	3	2	1	0	
That I could readily implement in the classroom	3	2	1	0	
That I used to improve my instruction	3	2	1	0	
That was responsive to my individual needs	3	2	1	0	

Rubric Score:

Rubric Mean:

The data shared with me during my clinical experience by my cooperating/mentor teacher helped improve my teaching practice*
Strongly Agree
Agree
Disagree
Strongly Disagree

How effectively did your cooperating/mentor teacher...*
How effectively did your cooperating/mentor teacher...

	Very Effectively	Effectively	Ineffectively	Very Ineffectively	Score
Design/plan instruction	3	2	1	0	
Evaluate the quality and content of K-12 curriculum materials	3	2	1	0	
Modify K-12 curriculum materials	3	2	1	0	
Teach in a student-centered manner	3	2	1	0	
Create a student-centered classroom community that embraces all students	3	2	1	0	
Present instructional content to support learner mastery	3	2	1	0	
Use assessments to measure student progress and achievement	3	2	1	0	
Differentiate instruction	3	2	1	0	
Explain the rationale for their instructional actions/decisions to you	3	2	1	0	

Rubric Score:

Rubric Mean:

How often have you and your cooperating/mentor teacher engaged in the following activities together?*

How often have you and your cooperating/mentor teacher engaged in the following activities together?

	Daily	A few times a week	A few times a month	A few times a semester	Never	Score
Planning instruction	4	3	2	1	0	
Designing assignments and assessments to measure student learning	4	3	2	1	0	
Evaluating the quality and content of K-12 curriculum materials	4	3	2	1	0	
Modifying K-12 curriculum materials	4	3	2	1	0	
Analyzing student work and using this analysis to inform instruction	4	3	2	1	0	
Analyzing your mentor/cooperating teacher's instruction to better understand teaching practice	4	3	2	1	0	
Analyzing your own instruction to better understand teaching practice	4	3	2	1	0	
Analyzing classroom interaction patterns	4	3	2	1	0	

Teacher Candidate/Resident Evaluation of Field Supervisor Form

YOUR INFORMATION

Which clinical experience pathway were you enrolled in?*

- ○ Single Semester Student Teaching
- ○ Yearlong Clinical Teaching
- ○ EdAide Program
- ○ Internship

In which school district did you complete your clinical experience?*

Please list the name of the field supervisor (for whom you are completing this survey)*

During my clinical experience, my field supervisor provided me feedback...*		Strongly Agree	Agree	Disagree	Strongly Disagree	Score
	That was aligned to the clinical experience observation protocol	○ 3	○ 2	○ 1	○ 0	
That was informed by data from my clinical experience classroom		3	2	1	0	
That was frequent enough to support my development		3	2	1	0	
That was specific		3	2	1	0	
That I could readily implement in the classroom		3	2	1	0	
That I used to improve my instruction		3	2	1	0	
That was responsive to my individual needs		3	2	1	0	

The data shared with me during my clinical experience by my field supervisor helped improve my teaching practice*	○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

TOTAL

Site Coordinator / University Supervisor

Site Coordinator or University Supervisor Evaluation of Cooperating Teacher

In addition to program evaluations for each teacher candidate, the site coordinator/university supervisor will complete an evaluation for each cooperating teacher.

This evaluation is completed by the University Supervisor or Site Coordinator. The evaluation is rated on a scale of 1 to 5 on 9 items (an indication of "not observed" will not affect a student's score).

X = Not Observed/Don't Know/Not Applicable
1 = to an unsatisfactory degree
2 = to a basic/low degree
3 = to an acceptable degree
4 = to a proficient degree
5 = to a distinguished degree

1. To what degree do you believe the Classroom Cooperating Teacher provided the teacher candidate with an independent work space to review guidebooks, textbooks, grades, lesson plans, etc?

2. To what degree do you believe the Classroom Cooperating Teacher offered frequent and regular constructive feedback for improvement regarding performance?

3. To what degree do you believe the Classroom Cooperating Teacher demonstrated a variety of instructional methods?

4. To what degree do you believe the Classroom Cooperating Teacher assumed a collaborative role to assist the teacher candidate in developing professional skills?

5. To what degree do you believe the Classroom Cooperating Teacher demonstrated realistic and fair expectations of him/her?

6. To what degree do you believe the Classroom Cooperating Teacher guided your teacher candidate through the entire placement?

7. To what degree do you believe the Classroom Cooperating Teacher demonstrated familiarity with the Teacher candidate Guidelines and the Cooperating Teacher responsibilities?

8. To what degree do you believe the Classroom Cooperating Teacher completed required evaluations?

9. To what degree do you believe the Classroom Cooperating Teacher communicated with the university supervisor during the placement?

Please enter any additional comments.

Focused Content Observations for Several Certification Areas

Focused Content Observations (FCOs) will be required for the following certification areas:
- EC-12 Special Education
- EC-12 Physical Education
- EC-12 Art
- 7-12 ELAR
- 7-12 Math
- 7-12 History / Social Studies
- 7-12 Foreign Language

To improve programs and to address national accreditation standards for the Council for the Accreditation of Educator Preparation (CAEP), and national Specialized Professional Associations (SPAs), Focused Content Observations are conducted for teacher candidates seeking certification in Special Education, Foreign Language, Physical Education Art, and Secondary English/Language Arts, Math, History / Social Studies. These SPAs have established criteria related to content evaluator qualifications, and to the content evaluation of SHSU teacher candidates. Evaluators should be experts in the applicable content, and the observation criteria are based on each SPA's standards. As assigned, qualified classroom cooperating teachers hold a certification in the given content area, they will serve as the evaluators and will assess teacher candidates once per each half of the semester (for a total of 2 observations) using the Focused Content Evaluation Instrument located in the Tk20 Binder.

Teacher candidates in these certification areas will be expected to present lesson plans to the cooperating teacher in advance of the observation. FCOs should consist of an observation of a class (a minimum of 45 minutes) in which the teacher candidate is actively engaged in teaching a lesson that demonstrates knowledge in their content area/teaching field. This observation may be conducted in conjunction with a lesson being evaluated for the Form B or Form C observations/evaluations as well.

Following the observation, the cooperating teacher will conference with the teacher candidate to discuss the class activity and the related evaluation.

University supervisors may serve as a teacher candidate's Focused Content Observer when needed, by permission of the Director of Innovative Programs, and contingent upon meeting the content qualifications. The Focused Content Observation will be derived from one or more of the scheduled observations and will include discussion of the Focused Content Observation with the teacher candidate in at least one of the post-observation conferences.

FCOs will be submitted online on Tk20 within one week of the observation(s).

Note: Teacher candidates seeking EC-12 Physical Education certification will be required to complete an additional assessment (unit plan) that will be assessed by SHSU Kinesiology faculty. Students will upload the assessment in a Dropbox location in Tk20.

APPENDIX C: PROCESSES TO SUPPORT PROFESSIONAL GROWTH

Teacher Candidate/Resident Field Experience Growth Plan

Growth plans are implemented when a teacher candidate/resident experiences specific areas of concern that are identified by faculty, site coordinator/university supervisor, cooperating/host teachers/campus administration. The site coordinator/university supervisor will meet with the teacher candidate to develop goals that will be monitored. Growth plans are implemented with conditions that negatively impact a teacher candidate/resident's success. Issues include, but are not limited to absences, coursework completion, attendance in either courses or field, behavior contradictory to the standards, disposition issues, or recommendations from observations.

Growth plans are an important tool to be used to promote teacher candidate/resident professional development. The site coordinator/university supervisor will oversee the plan and monitor progress. A Growth Plan assists teacher candidates/residents through the process of recognizing a challenging area, developing steps to address it, and focusing on improvement. When the issue has been resolved, the Growth Plan will be considered resolved.

Student Performance Concerns
In the event of a student performance concern, the teacher candidate/resident may be placed on a growth plan. The growth plan identifies areas of concern and steps for improvement. The teacher candidate/resident may be referred to the professional concerns committee if steps for improvement are not met.

This growth plan summarizes concerns regarding the performance expectations and/or the professional attributes you have exhibited in coursework or field placements thus far in the SHSU Teacher Education program and sets expectations for your successful completion of the program. Failure to adhere or comply with the expected actions outlined in this Growth Plan may result in your removal from the Teacher Education Program.

Teacher Candidate Name: Student ID: Field Placement (Field 1, 2, etc.):
Site Coordinator, Supervisor, or Faculty Name:
Effective Date:

Complete this section if there were any COE Dispositions concerns. Please check all Dispositions indicators that apply to this growth plan. Check "Not Applicable" if there are no COE Disposition concerns.
- Dispositions concerns
- NOT APPLICABLE (N/A)

Interpersonal Skills
- The candidate exhibits professional judgment and tact.
- The candidate demonstrates an appreciation of diverse perspectives and ideas.
- The candidate demonstrates the ability to work cooperatively with others.
- The candidate accepts constructive criticism.
- Other Interpersonal Skills Concern:

Personal Characteristics
- The candidate exhibits an appropriate appearance in professional settings.
- The candidate exhibits self-control.
- The candidate exhibits a positive attitude.
- The candidate demonstrates conscientiousness to assigned work.
- The candidate demonstrates flexibility.
- The candidate displays initiative.
- The candidate accepts responsibility and works independently.
- The candidate demonstrates punctuality and dependability.
- The candidate follows instructions.
- The candidate demonstrates attention to detail and possesses organizational skills.
- Other Personal Characteristics Concern:

Communication
- The candidate expresses ideas clearly in writing.
- The candidate expresses ideas clearly orally.
- The candidate demonstrates professional electronic communication skills (e.g. social media, email, text).
- NOT APPLICABLE (N/A)
- Other Communication Concern:

Ethics
- The candidate demonstrates the ethical boundaries and decision-making required of teacher candidate.
- The candidate demonstrates the ethical decision-making required of a professional educator.
- Other Ethics Concern:

Evidence of Ethics Concerns (write N/A if not applicable) *
Expected Actions (write N/A if not applicable) *
Date to Complete Expected Actions: _____

Complete this section if there were any Academic concerns. Please describe in detail the academic concerns that apply to this growth plan. Check "Not Applicable" if there are no academic concerns.
- Academic Concern:
- NOT APPLICABLE (N/A)

Complete this section if there were any T-TESS Refinement concerns. Please select all refinement indicators that apply to this growth plan. Check "Not Applicable" if there are no T-TESS refinement concerns.

- 1.1 Standards and Alignment: The teacher candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners
- 1.2 Data & Assessment: The teacher candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction
- 1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher candidate ensures high level of learning, social-emotional development and achievement for all students.
- 1.4 Activities: The teacher candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
- 2.1 Achieving Expectations: The teacher candidate supports all learners in their pursuit of high levels of academic and social-emotional success
- 2.2 Content Knowledge & Expertise: The teacher candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

- 2.3 Communication: The teacher candidate clearly and accurately communicates to support persistence, deeper learning, and effective effort
- 2.4 Differentiation: The teacher candidate differentiates instruction, aligning methods and techniques to diverse student needs.
- 2.5 Monitor & Adjust: The teacher candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
- 3.1 Classroom Environment, Routines & Procedures: The teacher candidate organizes a safe, accessible and efficient classroom.
- 3.2 Managing Student Behavior: The teacher candidate establishes, communicates, and maintains clear expectations for student behavior.
- 3.3 Classroom Culture: The teacher candidate leads a mutually respectful and collaborative class of actively engaged learners.

- 4.1 Professional Demeanor & Ethics: The teacher candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.
- 4.2 The teacher candidate reflects on his/her practice.

Evidence of Refinement area (s) improvement needed (write N/A if not applicable) *
Expected Outcome (write N/A if not applicable) *
Steps for improvement:
Timeline of improvement:
Evidence of Expected outcome completion:

Additional Notes:

_____   _____
SHSU Teacher Candidate   Date

_____   _____
Site Coordinator/University Supervisor, Cooperating Teacher, Supervisor, or Faculty   Date

Signing this Growth Plan is not an admission of any of the behaviors reported above, nor is it an indication that you agree with any the contents of the Growth Plan or its recommendations. It is only an indication that these concerns and accompanying recommendations were discussed with you. If you wish to supply a written statement or other supporting materials to be placed in your file, you are welcome to do so. A copy of this growth plan must be given to the Teacher Candidate and one copy retained by SHSU.

Complete this section after the post-conference.

Date:

Outcomes:

Recommendations/Next steps:

Role and Procedures for the Professional Concerns Committee

Overview and Process

The **Professional Concerns Committee** represents the faculty and administration of the Educator Preparation programs of the College of Education for the purpose of providing feedback regarding student dispositions to candidates and to develop recommendations for action of the College administration and/ or the University administration, when required. This committee provides guidance to candidates and on occasion requires a hearing for candidates with professional dispositions concerns. The committee is a standing committee in the College of Education and is composed of representative faculty from the Educator Preparation programs across the University. The Professional Concerns Committee of the College of Education will investigate alleged violations of the **Professional Standards of the College of Education** or the **Code of Student Conduct and Discipline**, following the procedures in section 5.61 and 5.62 of that Code.

During the investigation of an allegation, if the student is available, the committee will give the student an opportunity to explain the incident. If the committee concludes that the student has violated a System or component policy, the committee will determine (but not assess) an appropriate disciplinary penalty.

1. The committee will discuss its findings and determination of an appropriate penalty with the student, if the student is available, and will give the student an opportunity either to accept or reject the committee's decision.
2. If the student accepts the committee's decision, the student will so indicate in writing and waive his or her right to a hearing. The committee may then recommend to the Dean of the College or the appropriate administrator that the disciplinary penalty be assessed.
3. If the student does not accept the committee's decision or does not waive his or her right to a hearing, a disciplinary hearing will be scheduled by the Dean of Students in accordance with Subsections 5.7 and 5.10 of the Student Code of Conduct and Discipline.

If the student does not execute a written waiver of the hearing process, then the committee chair shall prepare a written statement of the professional concern(s) and of the evidence supporting such concerns, including a list of witnesses and a brief summary of the testimony to be given by each and shall send a notification of such charges and statement to the Dean of Students and to the candidate by certified mail, return receipt requested, addressed to the address appearing in the Registrar's records, or shall hand deliver said document with the student signing a receipt.

Student Rights in Deliberations of Professional Concerns Committee

1. The following rights apply to a student who is referred for action to the Professional Concerns Committee by the College of Education administration, faculty or staff, a University Clinical Teaching Supervisor or a school district employee at a field experience site.
    a. Right to be informed in writing of all concerns before any hearing may proceed.
    b. Right to waive the notice of referral,
    c. Right to reasonable access to the hearing files, which shall be maintained by the Professional Concerns Committee chairperson,
    d. Right to be accompanied by a counselor or advisor who may advise the student privately outside the meeting area. Such a counselor or advisor may not attend the hearing or appear in lieu of the student.
    e. Right to review evidence used in disciplinary action against him.
    f. Right to appeal the decision through the appropriate University channels. However, neither party may appeal if the committee determines that the concerns about the candidate's professionalism are true, but the only punishment assessed is verbal or written warning or disciplinary probation.
2. A student may not be expelled or suspended prior to an administrative interview by Dean of Students. However, when the presence of a student on campus poses continuing danger to persons or property or presents an ongoing threat of disrupting the academic process on the University campus or a public or private school field experience site, an interim suspension may be imposed. A hearing or administrative interview by the Professional Concerns Committee or the Dean of Students will be scheduled as soon thereafter as practicable.

3. The above stated list of rights is not necessarily exhaustive; and, the student is advised to consult the Code of Student Conduct and the Rules and Regulations of the Board of Regents, Texas State University System for an unabridged enumeration of his or her rights.